

Inspection report for early years provision

Unique reference number	EY301628
Inspection date	09/03/2009
Inspector	Karen Ann Byfleet
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder was registered in 2005. She lives with her partner and their two daughters aged two and five years. The family live in Eckington, Derbyshire. The whole of the ground and first floor of the childminder's house is used for childminding and is easily accessible. The bathroom is situated on the first floor. There is a fully enclosed rear garden available for outside play and the childminder also takes the children on visits to local parks and places of interest. There are shops and schools within walking distance.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is registered to provide care for a maximum of four children under eight years. There are currently four children on roll and of these, one is in the early years age group. Care is provided each weekday throughout the year.

The childminder attends various training courses, is a member of the National Childminding Association and she also receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a warm and welcoming environment for all children and meets their individual needs well. Her positive and confident approach to reflective practice, self-evaluation and capacity to make improvements, ensure that she is working consistently in order to improve the outcomes for the children in her care. She has a very good understanding of the Early Years Foundation Stage (EYFS) as she plans effective and purposeful activities for the children. Positive, professional relationships are built with parents that ensure the childminder can support them and provide continuity of care for all children. The childminder's home is well organised, ensuring children have sufficient space to move around in comfort and safety.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure the safeguarding policy includes a procedure to be followed if an allegation is made against the childminder
- develop further the observation system to ensure effective next steps in children's learning are clearly identified.

The leadership and management of the early years provision

The childminder is well organised and has a comprehensive range of policies and procedures, which she implements successfully to ensure that all of the children in her care are safe and well cared for. The childminder gathers information from

parents, which enables her to plan effectively and provide care and learning that meets children's individual needs. The childminder is proactive in ensuring inclusion of all children in all activities.

The childminder has a very clear knowledge and understanding of the procedures for child protection. However, she has not included in her policy, a procedure to be followed in the event of an allegation being made against herself. Strong relationships with parents are formed. For example, settling in periods are individual to each parent and child to enable them to feel secure in the care provided and she exchanges information with parents, both verbally and through the implementation of learning journals. These journals are completed by the childminder and shared with parents, which enables them to support their children's learning at home. Parents are also encouraged to add comments and ideas of their own and they have supplied positive information about the childminder through the questionnaires she has produced. Links with other providers of care for children in the EYFS take place regularly and help to promote consistency and coherence in children's development.

There are comprehensive and clear procedures for conducting daily checks to make sure that any hazards highlighted through the detailed risk assessment, both indoors and for all outings, are minimised. Safety equipment such as safety gates are in place around the home. The childminder is proactive in seeking ways to enhance her provision for the children and has used the Ofsted self-evaluation form to reflect on what she does well and where there are areas for improvement.

The quality and standards of the early years provision

The childminder effectively promotes children's welfare, learning and development. Children are helped to learn how to keep themselves healthy through frequent opportunities, for both physical and outdoor play activities. They follow good hygiene practises, such as washing their hands after using the bathroom and before eating, and the use of individual paper towels helps to prevent the spread of infection. Parents currently provide their children with snacks which the children eat on their return from school. However, the childminder also supplies fresh fruits for them. Children are also supplied with regular drinks of fresh water. The childminder supports children's understanding of a sense of safety as she talks to the children and ensures they all hold hands when out walking.

The childminder uses her home and her sound knowledge of child development to good effect. She organises the environment well, to ensure that children can safely and easily access toys and resources that are suitable for their individual stage of development. Detailed information is gathered from parents about the children's likes, dislikes and the things they can do, and the childminder uses this as a basis on which to build their learning. The childminder undertakes observations of the children as they play and learn and she links the information to the six areas of learning in their individual development files. However, although she knows what she intends to do to move children on with their learning, their next steps are not always clearly identified.

Children are able to independently access a wide range of resources which help to promote their development and progress through all areas of learning. For example, jigsaws, books, board games, role play, dressing up, creative and construction activities. They regularly participate in creative activities such as painting, model-making and baking. Their artwork is attractively displayed, which helps to give children a sense of belonging and to raise their self-esteem. They have many opportunities to discover the natural world as they regularly go for walks within the local community to woodlands and also visit the local pet shop and garden centre. Their knowledge and understanding of the wider world is enhanced through books, posters, resources and activities, which show positive images of a diverse society.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.